

THE
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AND
ANNALS OF EDUCATION.

NATHANIEL C. BOARDMAN, EDITOR OF THIS NO.

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(3) MORAL CULTURE IN EDUCATION.

SAYS a writer of note, "Seek for your children in order, first, moral excellence; second, intellectual improvement; third, physical well being; last of all, worldly thrift and prosperity; and you may attain the blessing promised to Christian nurture."

There might be a difference of opinion whether intellectual culture or physical development should come first, if both could not be combined; but in the minds of those who rightly estimate the capabilities and destiny of man, there can be little difference as to which of the three should stand at the head. How many of our teachers consider moral excellence, *first*? We do not ask how many consider it so theoretically, but practically. Is it a true adage, that "actions speak louder than words?" If so, where shall moral culture be placed in your school, fellow-teacher?

Society throws a great temptation in the way of teachers. Practically, if not really, society says to them, "You are employed to cultivate the intellect and that alone. We will pay him best, who shows that he can make the best *intellectual display*." Thus, the teacher who thinks but little of the greatness of his work, and its extent, yet is impressed with the tangible,—that is, popularity and money,—is constantly urged to bend all his energies to make his pupils *appear* to be scholars, at whatever cost of truthfulness or sacri-

fice of moral excellence. Not that it is thus planned—by no means! teacher and parents would shudder at the thought ;—but that it is thus *practically*. The ruling desires of the teacher, made ruling by the popular wish, and a want of proper thought and incorrect views of his work, are thus satisfied.

This desire to make show, and thus to gain popularity, is an evil felt by many faithful teachers. Boards of education too often press this temptation upon teachers. Influential or distinguished persons are taken to the school by some member or members of the board. The honor of the school is at stake; an impression must be made; the school must be made to appear *great* in intellectual progress, (display.) It is whispered or winked to the teacher, “*Your best.*” The teacher feels his selfish desires enkindling, and he gives *his best*, knowing that if it is taken as it is desired it should be, it is a **LIE**, for he would have the progress and mental activity of his school appear what it is not in truth. His conscience whispers against it, while his mind is pressed by selfish desires. How will it be with the young minds under his care? Says the poet Cowper,—

“In early days, the conscience has in most,
A quickness which in after life is lost.”

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Is it not encouraging deception? Are not such examples promoting an evil which should be watched and checked in every possible manner? Affectation, which is a lie in solution, is encouraged by such a course. Deception, a great evil in any place, but often the deadliest enemy to good order and discipline in the school-room, is encouraged. Then make your school what you would have it appear. I would not imply, by these remarks, that the teacher may not have general or special exercises, which by practice may become familiar, as all study should be, and that there may be proper times for presenting some exercise of this character before friends, or out of the usual hour for such exercise; but I speak against the teacher's endeavoring, in any manner, to make the exercise appear in a false light. *Be honest.*

I have called attention to this point, to illustrate where I consider lies the mainspring of moral culture in school. It is in the moral excellence of the teacher. It is true that the greater field for moral influence is out of the school-room, in the houses of the children. It is also true that in far too many homes this work is not done, or if attempted is very poorly performed. The teacher places himself *in loco parentis*, not as the parent *is*, but as he *should be*, with his

responsibility multiplied by the number of parents whose places he occupies for a portion of each day. With responsibilities which build themselves higher and higher the more we gaze at them, ought not the teacher to *think*?

In a child, conscience is tender. At home, or in the street, it may have been partially buried. Who is to uncover it and give it new life, if the teacher does not? A child is an imitative being; reason does not work as in later life; experience has not taught him her lessons; strong desires call for gratification; and the child needs a powerful example before him of moral excellence. Where can he look for it with more propriety than to his teacher? He *will* look to his teacher. Unconsciously to the teacher, a power will go forth which will tell on the child's moral growth or deformity. If the teacher has charged himself by those deep thoughts which elevate his spirit to the position it ought to occupy for his work, then as the unseen message flows over the wires from a well-charged battery, so will a silent power go forth to vitalize the desire for goodness, and that desire will grow. Words may be few, for deeds speak louder than words.

It is well for every teacher to study with care the secret of success, as far as possible, in those teachers who have gained a high position as moral instructors. We have such examples among us. True, they are few in comparison with the mass of teachers; yet there are models. Read with care those sketches of the life-work of eminent educators, in "Barnard's Journal of Education," and you can not fail to see the secret of their success. Can a stream rise above its fountain? Is there not truth in the adage, "As is the teacher so is the school?" In the twelfth number of the Journal above mentioned, is a sketch of the life of G. T. Thayer, Esq., the founder and principal of the Chauncey Hall School, Boston. In this article, a former pupil of his speaks of him thus: "His brief addresses on moral themes always enkindled a warmth of sympathy, amounting to enthusiasm. His pupils were ever aware that he had at heart their moral progress much more than merely their intellectual improvement. They daily heard from his lips the noblest sentiments; and the most apposite examples of every virtue were introduced in striking instances from history and biography, and daily occurrences in actual life." Upon his pupils' minds, what were the impressions made by the life of their teacher? Did they not feel that their teacher possessed, in a high degree, the moral qualities he would engrave into their minds? How came they to feel it? Because the mind of their teacher was

expanded to grasp something of the grandeur and extent of his work. It gave keenness to his eye, pungency to his words, and power to his illustrations, drawn from various sources.

In closing this article, we would call attention to a short extract from the Life of Dr. Arnold, written by a former pupil, and taken from the same Journal :—

"The most remarkable thing which struck me at once, on joining the Laleham circle, was the wonderful healthiness of tone and feeling, which prevailed in it. Everything about me I immediately found to be most real ; it was a place where a new comer at once felt that a great and earnest work was going forward. Dr. Arnold's great power as a private tutor resided in this, that he gave such an intense earnestness to life. Every pupil was made to feel that there was a work for him to do ; that his happiness as well as his duty lay in doing that work well. Hence, an indescribable zest was communicated to a young man's feelings about life ; a strange joy came over him on discovering that he had the means of being useful, and thus of being happy ; and a deep respect and ardent attachment sprang up toward him who had taught him thus to value life and his own self, and his work and mission in the world. All this was founded on the breadth and comprehensiveness of Arnold's character, as well as its striking truth and reality ; on the unfeigned regard he had for work of all kinds, and the sense he had of its value, both for the complex aggregate of society, and the growth and perfection of the individual. Thus pupils of the most different natures were keenly stimulated ; none felt he was left out, or that, because he was not endowed with large powers of mind, there was no sphere open to him in the honorable pursuit of usefulness. This wonderful power of making all his pupils respect themselves, and of awakening in them the consciousness of the duties that God had assigned to them personally, and of the consequent reward each should have of his labors, was one of Arnold's most characteristic features as a trainer of youth."

No one can follow the life of this noble man, without feeling that his great success lay in his moral self-culture, his deep personal thought, and the breadth and extent of his vision as he looked upon man and felt what was his true education.

Fellow-teachers, let us study our work well, remembering that the smallest actions to-day may give the widest results in eternity. Travellers tell us, that on the Rocky Mountains there is a small water-fall ; the water, in falling, meets with a slight obstruction, which turns its course, if on the one side, to the broad Pacific, if on the other, to the turbulent Atlantic. A breeze is sufficient, at the falls, to make the destiny of these drops thus different. A look or a word may make a wide difference in the destiny of an immortal soul.

EXPERIENCE.

EXPERIENCE is said to be the best schoolmaster. It might almost be said to be the only true teacher ; for to it, in one way or other, we are indebted for most of the practical knowledge we possess. So thoroughly is this realized by all classes, that in almost every trade or profession, except school-teaching, there is provision made for diffusing the results of individual experience for the benefit of others in the same profession. To notice but one, that of the medical profession ; the most trifling peculiarity in the effect of medicine, in individual cases, the discovery of a new remedy, or a new mode of application of even a bandage, or the discovery of a new symptom, is recorded with the greatest minuteness, and made accessible to all the profession. In this way the experience of each physician is multiplied by the amount of all the others.

Although the attention of teachers has often been called to this subject, through educational periodicals, it is seldom that we see any one venturing to give his experience in the school-room, except at a social gathering, or to a familiar friend. And yet, all must see the benefit which might be derived from the practice, if properly carried out. But what is everybody's business is nobody's. Each leaves his neighbor to do it, and so nobody begins.

I inclose a single case of *experience*, proposing to follow it by more, provided I am not left alone in it.

A few years since, I had among my pupils, one who, though in no sense a bad boy, gave me much uneasiness. Though possessed of good abilities, he took but little interest in his studies, except occasionally in something in which he could particularly excel. He kept pace with his class, in a very moderate way, but never did his abilities justice. He was evidently dissatisfied with his school, and yet it was impossible to discover the source of his dislike. He had never been subjected to severity of any kind, and he was always obedient and respectful. A conference with his parents did not help the matter. He never complained, although they were sensible that he did not take such an interest in his school as they desired to have him.

Subsequently, the boy was removed to another school, and his place filled by a boy from the same school. This new boy, as I learned afterward, had given his teacher no little trouble, and had

been several times subjected to severe punishment for his waywardness. A year's experience afterward showed the exchange to have been a happy one, for teachers and pupils. The boys themselves were both pleased with the change, and were looked upon by their respective teachers as model pupils. This was, of course, an unexpected result to both of us, and naturally led us to inquire the cause.

My neighbor relied very largely upon praise, as an incentive; while I had, upon principle, avoided it as an unhealthy stimulant, and contented myself with a simple approval.

The pupil I had lost was naturally diffident of his own powers, and often faint-hearted, and needed the stimulus of warm approval to bring him out. This element was supplied by his new teacher, and all his difficulties vanished. He enjoyed his school very much, and his progress was entirely satisfactory.

The pupil I had received was of entirely different material. Bold, self-reliant, confident of his own opinions and powers, he disdained every semblance of flattery, whether applied to himself or others, and took no pains to conceal his contempt. This was a frequent source of irritation to his former teacher, and often brought them into collision. The course I had marked out for myself, exactly suited his temper. An appeal to his judgment, or his manhood, never failed of its effect, and after two years' intercourse, I could honestly say, I had seldom had a pupil, who had given me less anxiety or greater reason to be satisfied with results.

It was evident from the results, that the difficulty, in both these cases, was on the part of the teachers, in not discerning the elements of character, without which it was impossible to bring themselves into sympathy with their pupils. Every active intellect has some leading trait, some ruling motive, which exercises a controlling influence over all the feelings and actions. It is important that the teacher should be able to discern these peculiar traits of character in his pupils. It is not absolutely necessary that he should be able to analyze them, or philosophize about them. But he should be able to discern them sufficiently to bring himself into sympathy with them, as this is the true avenue to the heart.

In the case mentioned first, if the teacher had rightly understood the character of his pupil, he could have supplied the want as well as the other, and by judiciously adapting means to ends, have cultivated in him the more manly grace of self-reliance.

And so in the other case, if the teacher had rightly discerned the

ruling trait, he might have so attempered his commendations, as to have made them acceptable, and in time have cultivated a healthy respect for others' opinions.

Ex.

For the Common School Journal.

READING.

"TEACH them in such a manner, that on coming into my room they'll have nothing to *unlearn*," said the senior teacher of the school in which I had just taken charge of the primary department.

Nothing to unlearn! *Happy, indeed*, though rarely found, is the child who has been thus taught. Happy, too, the teacher, whose first task is not to undo the work of some unskillful predecessor.

Perhaps in no branch of education is there more need of the "*unlearning*" process, than in reading. No other branch is so universally taught on wrong principles.

"School-boy tones," incorrect pronunciation, indistinct articulation, with many other bad habits, have their origin in the primary school, and frequently go with the pupil, not only through the higher departments of education, but through his *whole life*.

In many cases, great pains and the best of instruction, in after years, fail to eradicate these habits which might, in early childhood, have been effectually prevented.

The sole aim of many a primary teacher, is to train the *eye* readily to distinguish words. This, which is doubtless an important *part*, is far from constituting the *whole* business of learning to read. The greatest care should be taken to train, at the same time, the ear and vocal organs.

The method I have used with success, though by no means original with myself, may perhaps, at least in some of its details, be new to some readers of the Journal.

I teach the alphabet and spelling, in connection. For instance, as soon as the child has learned the letters c, a, and t, he is taught to combine their sounds, pronouncing the word cat. He spells it, and is encouraged to tell me all he can about pussy—her color, number of eyes, feet, ears, &c. His attention is then directed to the board, where the word is printed in large letters. He reads each letter, then spells the word by sound. He becomes so familiar with the

word cat, that on meeting with it anywhere, he recognizes it at a glance.

By the time he has mastered the alphabet, he has quite a vocabulary of little words, in which he readily reads, and to which he very soon learns to make additions.

The class next beyond the alphabet, read short sentences like the following: "The cat mews. The dog barks."

The simple ideas need no illustration, yet I ask questions like these: "Did you ever hear a cat mew? What color was the cat? How many ears had she? How many feet? How many hands? Not any? Wonderful! Well, what kind of a noise did she make?" By this time the interest of each child is fully aroused, and glowing descriptions of a multitude of cats are eagerly given.

The idea expressed by the words being vividly present to their little minds, there is no *mechanical repetition*, when I say, "Now tell me what your reading lesson says about the cat." The words are intelligently read. We proceed. I need ask them no questions concerning the dog. They are ready to tell me quite as much about his barking as I have time to hear.

After finishing this sentence, we read the two in connection. So distinct in their minds are the two ideas, that they need no rules for *emphasis*—no direction to "let the voice fall at a period." The inflections are naturally and accurately given.

The lesson for the next class may read thus: "When school was out the next day, the same boys said, It is too warm to play ball; let us fly our kites." They commence in a mechanical manner, carefully and correctly pronouncing the words, without entering into their spirit, and give, of course, wrong inflections. I ask them what happened when school was out next day? Have we read about these same boys before? What about their game at ball? Why didn't they play ball the next day? What did they play?"

After this preparation, they read thus far correctly. We arrive at the following: "See, oh! see! say they. There they go up! up! up! higher and higher! Oh! how high they do go!"

A bright-eyed boy, having, as he thinks, read this part remarkably well, looks to me for a token of approval. "Is that the tone in which you speak to your playmates at recess?" "No ma'm." "In what respect does it differ?" "It's not as loud." "Supposing you and the rest of the boys were out trying to fly a large, new, beautiful kite. After trying a great while, you made it rise, away up, up, higher than ever you saw a kite go before; how would you feel about it?"

The bright eyes sparkle as he answers, "Glad."

"Well, how do you speak when you feel very glad indeed? In this tone?"—(mimicking the tone in which he had read.) "No ma'm." "How then?" "Loud." "How when you feel very angry?" "Loud." "You use the same tone, then, when very angry, that you do when very much pleased?" "No ma'm." "What is the difference?" "I know, but I can't speak it." "Would you know if you heard a person talking in a loud tone of voice, whether he was pleased or angry, simply by the *tone*, without hearing the *words*?" "Yes ma'm."

"Sound these letters after me in your natural voice, thus—a, e, i, o, u."

"Very well. Is that the tone you use on the play-ground?" "No ma'm." "Sound these same letters in the tone you would use there."

They are now wide-awake, and the sounds are correctly given. The exclamations are then read, first in concert, then by each one separately.

I explain the difference between different sounds; tell them they may be high or low, soft or loud, long or short, making them illustrate each variety.

At the next lesson, I sound the vowels in several different ways, asking them each time, what emotion is expressed.

Their ready replies show that they are fast learning the language of sound.

Children acquire this language with more ease than adults, and the rapid progress they make in reading, proves this to be the true principle on which to proceed.

G. G.

A TALK WITH TEACHERS ON INTERESTING THE SMALLER SCHOLARS IN SPELLING.

I WISH to say a few words to the teachers of the smaller scholars on exciting an interest in spelling. From the manner in which the exercise is conducted, much time is spent, without corresponding improvement. The spelling classes are too frequently dull, and sometimes exceedingly ludicrous. Let me give you a description of an exercise, which is no exaggeration of what can be seen in this latitude. During the exercise many of the pupils are looking vacantly

about the room, while two or three who are called rogues, are striving to animate the class with their pranks or pins, and another is "shying" for a fly to put in his neighbor's ear. Teacher says "an-ni-hi-late," pronouncing the word for spelling so differently from its correct pronunciation in reading, that the pupil never recognizes the spoken as the spelled word. John begins, after considering the word very carefully, "A-n an, n-i ni," and stops. Teacher repeats the word, accenting strongly the third syllable, "An-ni-hi-late; you have spelled right so far; now, 'hi-late.'" John continues, "h-i-g-h, (hi,) l-a-t-e, (late.)" Teacher says, "No, you have spelled 'hi' wrong; now try again, and look out for your 'hi!'" John, after several attempts, with the aid of his teacher, annihilates the word. The exercise is continued in the same manner with the words so-po-rif-ic, e-nig-mat-ic, an-ti-scør-bu-tic, &c. If you wait until the lesson is finished, the teacher may inform you that "the scholars are poorer in spelling than anything else, though not near as bad as when she took them. Then, they couldn't spell anything."

It is not surprising that pupils are not interested in spelling in this way, words so "put out," that they seem never to have heard them, and will never hear them but in the spelling class. In spelling, as in other studies, scholars to improve, must be interested. They need rousing up; they love to spell and will go to the exercise with positive delight, if you will interest them. Try them once. After having spelled the regular lesson, ask them to spell in turn, anything that they can see, or that they know to be in the school-room; when one misspells, or hesitates, or repeats what has been spelled, let him take his seat. What a change there will be in the appearance of a class; how quick their eyes will be opened, how they will sparkle; how promptly they will spell round with such words as these—book, slate, pencil, arithmetic, geography, whip, teacher, Mr. Stiggins, boy, nail-head, knot-hole, button, stocking, shoe-peg, &c., &c., until they are all "spelled down," or the things in the school-room are "spelled up." At another time, let them spell the names of their class-mates, or things seen coming to school. Scholars who can write, will be much interested in making their own spelling lessons, which should be very carefully prepared upon the slate. There is scarcely a limit to lessons that can be given in this way. I will name a few.

A list of kitchen and house-keeping articles. Things necessary to furnish a parlor. Articles sold at the grocery. Names of flowers, birds, fruits, of our own and foreign countries. Names of animals

of the United States ; of important towns, rivers, counties, &c., &c. ; then the properties of things, and their names, as, transparent, opaque, malleable, ductile, sonorous, heavy, elastic, fusible, &c., &c. ; then lessons to teach the names of actions, (verbs,) and the words that describe them. I believe that language, or grammar, as we call it, is better taught in these lessons than in learning definitions of parts of speech, as, "a verb is a word that signifies to be, to do, or to suffer." We teach the meaning and use of words ; which I think more useful to smaller scholars than the technicalities of grammar.

In order to teach children to spell well, you must begin early and keep at it in the right way. You must have frequent animating exercises. Don't be afraid of a little "fun" now and then ; children love it. They like to know that their teacher is just as human as other people. Many a school suffers for want of a hearty laugh, and recitations are frequently dead, which a little vivacity would bring to life.

When children are interested in spelling, you will know it ; every body knows it ; they spell everything, and everywhere, going from school, at their meals, after they are put to bed, when they wake ; they notice the spelling of every new or strange word they see. Children aroused are omnivorous spellers. I once gave to a live class as a spelling lesson, the words that denoted the occupations of people ; the whole number of words spelled correctly was nearly 2,500, and one little girl had written correctly, over 300. Many different methods will be suggested to the "live" teacher. No one the best at all times, but each good for a change. The great thing is to form in the pupil the habit of *observing to spell*.

POTIPHAR.

TRUE POLITENESS.—As to politeness, many have attempted to define it. I believe it is best to be known by description, definition not being able to comprise it. I would, however, venture to call it "benevolence-in trifles," or the preference of others to ourselves in little daily, hourly occurrences in the commerce of life. It is a perpetual attention to the wants of those with whom we are, by which attention we either prevent or remove them. Bowing, ceremonious, formal compliments, stiff civilities, will never be politeness ; that must be easy, natural, unstudied, manly, noble ; and what will give this but a mind benevolent and perpetually attentive to exert that amiable disposition in trifles to all you converse and live with.—*Lord Chatham.*

HOW SHALL I LIVE ?

BY E. J. G.

TEACHER ! In thy toilsome way,
 Look not downward mournfully ;
 Life hath sunshine, Life hath flowers,
 And a joyous work is ours.
 Let us train the mind's high powers,
 Cheerfully, Oh ! Cheerfully.

Teacher ! With no careless hand,
 Guide thy precious youthful band ;
 Think each soul must ever bear
 Every impress graven there ;
 Choose thy pathway then with care,
 Thoughtfully, Oh ! Thoughtfully.

Teacher ! Linger not nor stay
 For the pleasures of to-day.
 List not when the syren sings,
 Know'st thou not that Time hath wings ?
 Every hour its labor brings,
 Earnestly, Oh ! Earnestly.

Teacher ! Lift thine eye above ;
 Look to Him whose name is Love.
 Would'st thou ne'er from duty stray ?
 Bow thy knee and humbly pray ;
 Seek thou aid from Heaven alway,
 Prayerfully, Oh ! Prayerfully.

Teacher ! Trust thy Father's word.
 Hast thou ne'er this promise heard,
 "As thy day thy strength shall be ?"
 Faith's thy strong-hold ; thither flee ;
 This shall cheer and comfort thee,
 Trustfully, Oh ! Trustfully.

Teacher ! When thy work is done,
 And thy conquest nobly won,
 Well fulfilled God's high behest,
 Called by Him who knoweth best,
 Thou shalt enter into rest,
 Peacefully, Oh ! Peacefully.

NEW HAVEN COUNTY TEACHERS' INSTITUTE.

THIS Institute opened Monday evening, Sept. 6th, under the direction of Hon. D. N. Camp. J. B. Merwin, Esq., of Chicago, was introduced as lecturer for that evening—subject, "Our Teachers." Our teachers are without number, and on every side of us. The accumulated treasures of the past, the varied experiences and great events of the present, are sources of wisdom. The power of books is generally acknowledged, but they must not be permitted to exclude other influences and advantages, being useful only as they inspire noble thought and action. Science, art, discoveries, revolutions, *all* things past and present, are teachers. The Bible is our highest and best teacher. The speaker closed by remarking the little general interest in education, compared with that in other things.

Mr. Sidney A. Thomas, of New Haven, an enthusiastic and experienced teacher, occupied the time of the Institute for two hours on Tuesday morning, and the same Wednesday morning, in remarks upon Elementary Instruction. The child should *begin* his education right, that his future course may be clear. A *symmetrical* development is to be sought. If development is carried on according to the plan of proceeding intelligently, step by step, it is a great *pleasure*. The child will rejoice in the exercise of newly acquired power. He would teach to read, *beginning* with words the child uses, the names of familiar things; not teach the alphabet till after the words are learned. This is the *natural* way, following the child's own mental processes. The teacher must always observe the laws of mind, and besides this, take hold of the peculiar characteristics of each pupil, to lead him on. He spoke of memory. It is constantly appealed to in the primary school, but so at random, that it retains little, and is slowly developed. Its law is *association*, and it must be regarded. A child can remember a vast deal, if he receive little by little, and all be linked together to some central fact or idea. Mr. Thomas briefly illustrated his methods of teaching writing and grammar. He spoke of cheap ways of illustration, such as any teacher may command. Books are not to be used till the child knows enough of the subject to use them *intelligently*. Mr. Thomas' suggestions, coming as they did from one who knew what he said from actual experiment and observation, were reliable and of great value. He illustrated his method fully, and in an interesting manner, upon the blackboard, and

by anecdotes gathered from his own experience. He added greatly to the interest of the Institute.

Worthington Hooker, M. D., an eminent physician of New Haven, and Medical Professor in Yale College, lectured before the Institute an hour both on Tuesday and Wednesday afternoons, on Primary Instruction. He considered the position of the primary school-teacher a dignified one, for he stands at the beginning of the child's educational course. It is the most difficult department of instruction, and the most abused. The common supposition, that anybody can teach a primary school, is a great mistake. Teaching is *essentially* the same in all circumstances. It involves the reduction of the subject taught to its *elements*, its *first principles*, and the conveying these, one by one, in their natural, logical order, into the mind of the pupil; great care being required in the instruction of *young* pupils, lest some link in the chain be dropped, thus defeating the purpose of the teacher. Such teaching as this, in the primary school, is not easy, so very imperfect methods are generally adopted. The memory is taxed beyond measure, while the perceptive and reasoning faculties are neglected. The child ought to *perceive*, to *see intelligently*, and to *think*, as well as to remember. Text-books are greatly at fault. The *catechetical* method appeals only to memory. The *formal* statement of principles is bad for young scholars—it is above their comprehension; hence the memory is forced to hold what is unintelligible. Things should be understood and appreciated: thus they become useful and available. There are defects not only in the *mode* of teaching primary scholars, but also in the *matter* taught. Common things are passed by, unexplained and indifferently, whereas they *should* be understood. Explain to a child every-day things, air, water, iron, &c., and he becomes interested in everything; his curiosity is excited, and he shows that he thinks by asking questions. Wake up the mind in this way, and it learns whatever comes to it, with eagerness. Thinking is delightful. There is no need of tedium in the school-room. The intellectual pleasures of older minds may be enjoyed by children, if they are perfectly trained to think. In this way the school becomes the happiest place in the world. Professor Hooker's remarks were exceedingly interesting and instructive, full of valuable thoughts, and *very suggestive* to the practical teacher. The teachers of New Haven county have occasion to be very grateful to him for benefits he conferred upon them.

Mr. Sigismund Lasar, Professor of Music in the Asylum for the Blind, and in Rutgers' Female Institute, New York, occupied about

two hours each day, except Friday, in musical exercises and instruction. He is a *live* man, full of enthusiasm and love for his art. He entered a most earnest protest against the silly, foolish songs often sung in schools, instead of those that are pure, good, and elevating in their influence. Teachers should not only aim to please their pupils with singing, but so cultivate in them good taste, and inspire them with noble sentiment. He urged teachers to lead their pupils to appreciate the sentiment of their songs, and so enter into singing with the whole soul, thus making this exercise not only delightful, but highly beneficial to the character. He taught the teachers many ways of improving singing in school, and led them in various songs as examples. His remarks were both entertaining and instructive, but to be appreciated, he must be *heard*, not described.

D. C. Gilman, Esq., of Yale College, lectured on Tuesday evening upon Physical Geography, illustrating his remarks by maps, a number of them new from Germany. He spoke of the deficiency of proper knowledge of this subject; of courses of study for primary, intermediate and higher rooms; and made suggestions for a course of private study for teachers. He showed how an accurate knowledge of Physical Geography would explain to the student many historical events.

Prof. Buckham lectured on Wednesday evening. The subject of the lecture was the Relation between Teacher and Scholar.

Pupil and teacher are mutually dependent, just as members of the same family are. Each member of the family must be guided by the relations in which he stands to other members. The well-ordered family and school have many points in common. Assuming that the teachers present had their training in the former, and carried its spirit and influence with them into the latter, the following points were discussed:—

I. The fundamental relation between them is implied in the words Teacher and Scholar; one is to teach, and the other is to learn. On one side,—

- (a) The Teacher must know *thoroughly* what he teaches.
- (b) He must know *more* than he actually teaches, in order to his greatest efficiency.
- (c) He must teach in a careful and painstaking manner.
- (d) He must teach other things than he finds in the books.

On the other side,—

- (e) The Pupil must learn what the Teacher directs.
- (f) And in the manner he directs.

II. The Relation of Authority. After remarking on the difference

between the flogging and non-flogging systems of school government, the lecturer went on to consider,—

1. *The ground of authority.* It is founded,—

(a) In the nature of the case, the child, by the very condition of childhood, being under authority.

(b) It is delegated from Parents and Committees.

(c) It must reside, however, in the personal qualities of the teacher.

2. *Its nature is absolute.* The pupil must obey,—

(a) Unconditionally.

(b) Cheerfully.

(c) Promptly.

(d) The teacher must be *generous* and *impartial* in its exercise.

3. *The Limit of Authority.* The discussion of this point was omitted for want of time.

III. *The Relation of Kindness.* This is the most important of all, and is the measure of success in carrying out the two former relations. Under this general head the lecturer stated,—

(a) It has great influence everywhere, but nowhere more than in the school.

(b) It must be manifested at all times, and must be genuine.

(c) It is not incompatible with firmness, and need not degenerate into weakness.

On Thursday morning, after a few remarks on English Grammar generally, the syntax of the Relative Pronoun, the Verb in the Infinitive Mode, and the Participle, were discussed and explained by examples, by Prof. Buckham.

Prof. Denison Olmsted, of Yale College, entertained the Institute for an hour, on Thursday, illustrating methods of teaching the elements of Natural Philosophy. His idea is that the child is born a philosopher; that he constantly learns the laws of nature by experiment and observation. This suggests the method of teaching by experiment. He showed the simplicity and cheapness of the means necessary to the display of the principles of philosophy. The requisite facilities are in the reach of every teacher. The most common things, the toys of children are sufficient; e. g., by the top, may be illustrated several laws of motion. The speaker urged teachers to explain to their pupils the common phenomena of life.

Prof. S. B. Calthorpe delivered his somewhat famous lecture on Physical Education, Thursday evening. He showed in a very happy and entertaining manner, the dependence of mind, heart, conscience

a soul upon the body, hence the necessity of physical development, but as the lecture is to be printed, we will attempt no account of it.

Prof. Russell, of New Britain, occupied two hours on Friday, giving instruction in elocution, and in the evening he entertained the Institute by recitations and reading. His remarks upon Pitch, Emphasis, Force, Inflection, Movement, and Quality of Voice, were highly instructive to all who listened, and his evening performances intensely interesting.

Prof. Bail, of New Haven, lectured, Friday, on Drawing. He taught that straight lines and curves are the elements of Drawing, and the art consists in the right and happy combination of these. He urged teachers to train their pupils in the first principles of this delightful art.

Dr. Gilman, of New Haven, gave an interesting lecture upon the Microscopic wonders about us on the land and in the sea.

After Prof. Russell's readings Friday evening, the following resolutions were unanimously adopted by the Institute:—

Whereas, we have spent this week so pleasantly and profitably, and feel our indebtedness to those who have contributed thus to our happiness and improvement, therefore—

Resolved, That we tender our thanks to the Committee of Arrangements for their faithful provision for our personal wants and comforts, and for the ample accommodations furnished us as an Institute.

Resolved, That we fully appreciate and shall gratefully remember the kind courtesy and generous hospitality of the people of this village, who have opened their doors to us so freely, and so cordially welcomed us to the comforts and luxuries of their houses.

Resolved, That to those gentlemen who, by their lectures and able discussions of various important questions, have afforded us rich entertainment, imparted much valuable instruction and practical wisdom to carry into our work, and inspired us with new enthusiasm for it, we express our most heartfelt gratitude.

Resolved, That we tender our acknowledgments to the Fair Haven Tribune and the New Haven Palladium and Morning News, for their kind publication of our exercises and proceedings, thus manifesting and extending an interest in the cause of public education.

S. H. LEE,
ALLEN MCLEAN, } Committee.
E. G. UPSON,

Thus it will be seen this Institute was one of the best ever held in the state. About one hundred teachers were present. Rev. W. B. Lee and Rev. Mr. Vibberts added interest to the occasion by their constant attendance, many remarks, and valuable suggestions. The Institute was visited by those interested in education from New Haven. Hon. James F. Babcock was called upon to speak. He spoke of the advance in teaching and of the improvement still needed. He gave some of his own experience as a pupil. He studied Lindley Murray years without any knowledge of grammar, because his teachers only taxed his memory. He knew the book by heart, but nothing of the principles, till one teacher in New York taught him more of language in a few hours than he had ever learned in months. He spoke of his gratitude to that teacher. Such is the true teacher's reward. He alluded to the progress now going on in education in this state, and attributed it to the Normal School. He rejoiced that in this day, when, if not a new heaven, we have a *new earth*, we have so great advancement in education of mind.

The members of the Institute went home well pleased with the session. The honor of the success of this Institute is due to the Superintendent of Common Schools, whose foresight planned it so wisely and whose zealous care conducted it so ably and faithfully.

L.

OFFICIAL DEPARTMENT.

INQUIRIES have been made in several instances, for blanks for the reports of District Committees. The necessary blanks for these reports, were sent from this office by mail, in January or February last, to every town in the state, directed to the "Acting School Visitor." Accompanying each package, was a circular to the acting visitor, requesting him to distribute the blanks to the committees, before the close of the winter term of school. Blanks have been sent again to every applicant, forwarded, in all cases, by mail, except where it was requested that they be sent by express.

From the statistics contained in the reports of the district committees, and from other sources, the acting school visitors are to fill out the answers to inquiries in the circular, dated May 20, and sent to acting visitors and boards of education, in June. I would respectfully request the visitors to transmit those returns to the office of the

Superintendent, before the 1st of November. Post-paid envelopes, with printed direction, were sent with the circulars, for the purpose of enclosing the same on their return. If the written annual reports required by law to be made on or before the first of October, have not been sent, they should be immediately forwarded to this office.

DAVID N. CAMP,
Superintendent of Common Schools.

NEW BRITAIN, Sept. 20th, 1858.

Resident Editor's Department.

EDUCATIONAL ASSOCIATIONS.

JULY and August are months in which many of the State and National Societies hold their annual meetings. We will notice such of these meetings held the present year, as we have reports from.

National Teachers' Association.

This society, composed of teachers and superintendents, convened at Cincinnati, Wednesday, August 11th. It was an occasion of unusual interest, bringing together eminent educators from all parts of the country. Lectures or addresses were given as follows:—by Z. Richards, of Washington, on the “Province and Agency of the National Teachers’ Association;” by J. D. Philbrick, superintendent of schools, Boston, on “Manual Education;” Daniel Read, of Wisconsin University, on the “Educational Tendencies and Progress of the Last Thirty Years;” and by Horace Mann, on the “Motives of Teachers.”

The meeting was a very interesting one.

American Institute of Instruction.

We find a notice of the meeting of this association, in the R. I. Schoolmaster, which we transmit to our columns:—

“The twenty-ninth annual meeting of this venerable body of American Teachers, was held in the large hall of the Free Academy, in Norwich, Conn., August 17th, 18th, and 19th.

We have room at present for only a brief report of their proceedings.

The meeting was one of the largest ever held, and in all respects one of the most successful.

The members of this body comprise the most able and distinguished teachers of our country.

The lectures, addresses, and discussions are of the highest order, and the general effect of the annual gatherings, both upon the people of the place of meeting, and upon the teachers and other educational men from all parts of the country, is most inspiriting and salutary.

This meeting at Norwich will long be remembered by those who were so fortunate as to be present, as one on which the memory will delight to dwell for years to come.

The members of the Institute were most cordially welcomed to the hospitalities of the city, by His Excellency Governor Buckingham. This welcome was extended in behalf of the Trustees of the Free Academy, of which he is the chairman, of the Board of Education of the city, and of the citizens generally. In the course of his address, His Excellency referred to the interest which the citizens of Norwich had manifested in the work of education, by the time they had given to it, and the expense which they had voluntarily incurred. The Free Academy itself was a voluntary contribution of more than \$100,000.

After a happy response from the president, Hon. J. D. Philbrick, Superintendent of the Boston schools, the first address was given by Rev. Barnas Sears, D. D., President of Brown University.

His subject was a survey of our entire system of education, dwelling especially upon our higher institutions. He contended earnestly for the education of the college and the university, as well as the practical or scientific schools.

The second address was given on Tuesday evening, by Rev. J. P. Gulliver, of Norwich.

His topic was, *The School the natural ally of the Pulpit*, or, the proper education of the Mind has a tendency to secure the proper education of the Heart.

On Wednesday morning, the Institute entered upon the discussion of the question as to the education of the sexes together in the public schools.

The discussion was opened by Elbridge Smith, Esq., Principal of the Free Academy, Norwich.

He was followed by the following gentlemen, nearly all of whom agreed with Mr. Smith that the sexes should be educated together:—

“Father Greenleaf,” of Bradford, Mass.; Richard Edwards, of St. Louis, Mo.; George B. Emerson, of Boston; Mr. Batchelder, of Salem, Mass.

The third lecture was then delivered by T. W. Valentine, Esq., of Brooklyn, N. Y. His theme was, “Words Fitly Spoken.”

In the afternoon, a proposition was presented at once by Mr. Dole, of Maine, for submitting what he claims as a great discovery, to the investigation of a committee to be raised by the Institute. He claims to have solved what he calls the enigma of the English verb, to have discovered its true theory. He confidently believed that, on a fair investigation, his claim would prove a good one. In accordance with his request, a committee was appointed by the Chair, in relation to the matter, consisting of A. Crosby, of Salem, Mr. Hart, of Farmington, and Mr. Amos Perry, of Providence.

Prof. D. N. Camp then offered a series of resolutions, with reference to the loss of the Institute by the death of the late Professor Andrews, of New Britain, and accompanied them with very appropriate remarks.

The resolutions were seconded by Dr. William A. Alcott, of Newtown, Mr. Greenleaf, of Bradford, Mr. Greenleaf, of Brooklyn, Mr. Emerson, of Boston, Mr. Kingsbury, of Providence, and Mr. Hedges, of New Jersey, who suggested that the vote be taken by rising. They were unanimously adopted.

The fourth lecture was by B. W. Putnam, Esq., Principal of the Quincy School, Boston.

The subject chosen by Mr. Putnam was, “Drawing as a Branch of Education.” This gentleman’s address was an able and manly argument in favor of Drawing, as a means of cultivating refinement and taste, of developing accurately the perceptive faculties, of disciplining the imagination, and enhancing the pleasure and profit of reading, and of moral education.

A brief discussion followed, in the main sustaining the position of the lecturer, participated in by Messrs. Greenleaf, of Bradford, Emerson, of Boston, Greenleaf, of Brooklyn, Boutwell, of Groton, and Wetherell, of Boston.

The fifth lecture was delivered on Wednesday evening, by Prof. John Foster, of Union College. He discoursed upon the general subject of Education, discussing particularly the opposing theories of the “progressives” and “conservatives.”

On Thursday, the officers for the ensuing year were elected, resulting in the re-election of nearly all of last year's list.

After the election of officers, a discussion was indulged in, upon the question : "Ought Public Schools to be entirely supported by General Taxation."

The discussion was participated in by Hon. D. N. Camp, Superintendent of Common Schools of Connecticut, Samuel St. John, of Bridgeport, Dr. W. A. Alcott, of Newton, Messrs. Greenleaf, of Bradford, Mass., and Greenleaf, of Brooklyn, N. Y., Hon. John A. Rockwell, of Norwich, and Gov. Boutwell.

The sixth lecture was delivered by Prof. Calthorp, of Bridgeport, Conn.

He took a general survey of man, and of the means for his education, as a being possessed of Body, Mind, Heart, Conscience, and Soul. These he considered as all mutually dependent; and in consequence of that connection, the body has something to do with the mind, heart, conscience, and soul of man. His performance was a most amusing and satisfactory one, calling forth repeated applause.

At its close, G. F. Thayer, Esq., of Boston, expressed his delight with the discourse, and moved that, if the funds of the Institute would permit of it, the author be requested to furnish a copy, and that five thousand copies be printed for gratuitous circulation.

Hon. John A. Rockwell suggested that there should be no condition as to the state of the fund. He thought the means would be readily found.

Mr. Batchelder, of Salem, preferred that the number of copies should be put at fifty thousand. There would be no trouble, he thought, in raising the funds by subscription.

Gov. Buckingham coincided in his views with Mr. Rockwell, and Mr. Thayer so modified his motion. Thus modified, it was unanimously adopted, and the announcement was received with hearty applause.

The Institute then adjourned, to take a pleasure trip down the river in the afternoon.

The afternoon of Thursday was devoted to an excursion down the Thames. About eight hundred ladies and gentlemen took their places on board the steamer Connecticut, and enjoyed a delightful trip down the Thames to the Sound.

The evening was devoted to the closing addresses, which formed, perhaps, the most interesting exercises of the three days' meetings.

The last vote of the Institute before adjourning, was to authorize

its president and secretary to send greetings, via the Atlantic Telegraph, to a similar association of educators in the mother country.

As usual, the exercises of the meeting were closed by singing the doxology, at nearly eleven o'clock, previous to which hour not a dozen persons had left the hall.

Nearly six hundred female teachers shared the bountiful hospitalities of the citizens of Norwich, and the hotels were filled to overflowing by the male portion of the profession.

Acquaintances were made between hosts and guests, which will be pleasant for years to come. Ideas were suggested which will find their practical test in the school-rooms of the East, the West, and the South. A higher degree of culture was advocated, which will be responded to by the people of our *nation*."

The Missouri State Association,

Held its third annual meeting at Jefferson City, beginning July 6th, and holding three days. The chief topics of discussion were, the "State Normal School," the "Agricultural School," "Education of the Sexes together," "Text Books," and the "Phonetic System." An address was delivered by W. H. Lewis, on "Education," and another on the "Teacher's Profession," by S. J. Henderson, and another by Richard Edwards, Principal of the Normal School at St. Louis, on *Normal Education*. Success to Missouri.

The North Carolina Association,

Held its second regular annual meeting at Statesville, July 7th. An address was delivered by Rev. J. Nott, D. D., of Goldsboro', on "Education—Its Means—Progress—Defects and Friends." Essays were read upon "Normal Schools," by Mr. Tucke; another, which is to be published in the Journal of Education, by Mrs. Delia W Jones. The propriety of appealing to the state for amendments and improvements in schools, was reported upon and discussed. Thus, this new organization is doing its work with zeal.

Ohio State Association.

The twentieth meeting of this Association was held in the chapel of the Ohio Wesleyan University, at Delaware, on the 7th and 8th of July. On the first forenoon, the "Self-Reporting System" was discussed. On the second day, J. W. Andrews, President of Marietta College, made a report on "A Course of Study for High Schools." This report was discussed at some length. Hon. Henry Barnard participated in the discussion. An essay, on "The Model Teacher,"

was read by M. D. Parker, of Cincinnati, and a report on "*The Importance of teaching Natural History in Common Schools,*" by J. H. Klippart, Secretary of the Ohio State Board of Agriculture. Addresses were delivered by the President, M. F. Cowdery, Prof. Robert Allyn, of Ohio University, formerly Superintendent of Schools in Rhode Island, and Rev. D. W. Clark, editor of the Ladies' Repository.

The Indiana State Association

Held its third semi-annual meeting at Terre Haute, July 20th. An Inaugural address was delivered by the President, B. C. Hobbs, on "*Mental Development,*" by John Young; on "*The Powers and Defects of the Indiana School Law;*" by R. W. Thompson; and one by J. G. Wilson, on "*The Bible, the Teacher's Manual and Scholar's Chart.*" There were discussions on School Government, on "*The educational wants of the colored people of the state,*" and on the various subjects of the addresses.

Wisconsin State Association.

This Association, which met in Portage, August 3d, was largely attended, and of more than ordinary interest. The President, Prof. Conover, of Madison, delivered the opening address; subject, "*A Perfect School System.*" An address was delivered by A. S. Chapin, President of Beloit College, on "*The True End of the work of Education; and the reciprocal relations of its several departments;*" one also by N. Bateman, editor of the Illinois Teacher, on "*School Government.*"

An Essay was read by Rev. J. B. Pratt, on "*Normal Schools,*" and one on "*Phonetics,*" by A. M. May, of Ripon.

New York State Association.

This Association met at Lockport, August 3d, and continued three days. George L. Farnham, the President, delivered his inaugural address at the opening, discussing the *ends* and *means* of education, pointing out mistakes in the former and defects in the latter. Rev. Alvin W. Bartlett, of Owego, lectured upon "*Language, its glory and its shame.*" An essay was read by Miss Helen M. Philleo, on "*The Soul of Teaching.*" There were discussions on the "*Prize System,*" *the establishment of a Mathematical Journal, a systematic course of Moral and Religious Instruction, laws requiring and enforcing attendance upon schools provided by the state, and "Evening Schools."* "*Primary Instruction,*" was the subject of an address by Rev. S.

J. May, of Syracuse. The Woman's Rights element was considerably infused into this meeting, by Miss S. B. Anthony, who offered resolutions in favor of teaching girls to declaim, and also upon female teachers' wages. The gathering was one of great interest and value.

New Hampshire State Association.

The first annual meeting of this Association was held at Concord, opening August 3d, and continuing three days. Addresses were delivered by Prof. E. D. Sanborn, on "*The Metempsychosis of Thought*," or the changes in the meaning of words through use; by Rev. Henry Brickett, of Hillsborough, on "*The best modes of Teaching Reading and Spelling*," and by Prof. Ephraim Knight, subject, "*The Present, an Age of Superficiality*." Essays were read by J. P. Newell, of the High School, Manchester, on "*Thoroughness in Teaching*"; by Mr. Haywood, of Pembroke Academy, "*Text-Books, their uses and abuses*"; by C. S. Richards, Principal of Kimball Union Academy, Meriden, on "*More Condensation in our Systems of Education*," and by George W. Gardner, of the New London Institution, on "*The comparative importance of Ancient Classical, and of Scientific studies in American Education*." These subjects were discussed at length by the Association; also, "*School Examinations*, and "*Teaching Grammar*," were considered. The meeting was considered as one of the most pleasant and profitable the Association ever held.

Pennsylvania State Association.

The largest meeting ever held by this Association, opened at Scranton, August 10th, and continued three days. An inaugural address was delivered by the President, J. F. Stoddard, upon the influence and objects of the Association. It has been the means of establishing *Teachers' Institutes*, and the *County Superintendency*, and of separating the *School from the State Department*. It still labors to establish *Normal Schools*. The speakers dwelt upon *moral training* as essential to a people. Another address was delivered by C. L. Lewis, upon the "*Study of History*." Mr. Calkins lectured upon *Elementary Instruction*, its nature and methods. An essay was read by Miss Emma Buckingham, on "*The Sunny Side of the Teacher's Profession*." The power of the County Superintendent to annul teachers' certificates was discussed at great length, various opinions being expressed. The meeting was full of good feeling, and interest was added to the occasion by the presence of eminent men, not of the

profession, such as Mr. Hickok, State Superintendent, and Judge Jessup.

Michigan State Association.

The sixth annual meeting of this Association was opened August 17th, at Niles. The Executive Board reported progress through the state. There were discussions upon "*Free Schools*," "*Relation of the Sexes in Education*," and the "*Journal of Education*." An address was delivered by Mr. Hubbard, of Adrian, the President, taking for his motto, "*Eternal vigilance is the price of Liberty*." Rev. Dr. Dempster, President of the Garrett Biblical Institute, Ill., spoke the last evening, setting forth the reflex influence of education upon national wealth and importance, prolonging the average duration of life and multiplying those resources which make a people refined, noble, and happy.

American Normal School Association.

This Association originated in a Convention held in New York city, August 30th, 1855, and annual meetings have since been held, at Springfield, in 1856, and at Albany in 1857. The last meeting was at Norwich, Conn., August 18th and 19th, during the session of the American Institute of Instruction. A constitution, prepared by a committee appointed a year previous, was presented by Prof. Alpheus Crosby, and was adopted with some modifications.

*After a free discussion, the Association was fully organized, and measures were initiated which, it is believed, will secure its permanence and efficiency. The importance of such an Association was forcibly urged by the President, William F. Phelps, of Trenton, N. J., J. W. Buckley of New York, Prof. Alpheus Crosby, George N. Bigelow, and J. W. Dickinson of Mass., Prof. D. N. Camp of Conn., Richard Edwards of St. Louis, and others.

The Normal School system is still new in this country. It is not yet quite twenty years since the oldest Normal School in America (that now at Framingham, Mass.) was established. Their number has multiplied very rapidly within a few years, and no former year has witnessed the foundation of so many of these important Institutions as the last year. They are no longer an experiment. In Massachusetts, where they have been most thoroughly tested, and where time has developed their results most fully, they have been steadily advancing in public confidence as the people have become more practically acquainted with the actual working of the system and its

influence upon the public schools. Among other indications of this growing sentiment may be mentioned the fact that the aggregate attendance in the four Normal Schools of Massachusetts, is now greater than at any former period.

The Normal School is now regarded widely through the country as indispensable to every complete system of public instruction. They are already established in Massachusetts, Connecticut, Rhode Island, New York, New Jersey, Pennsylvania, Ohio, Illinois, Michigan, Wisconsin and Minnesota, and in the cities of Boston, New York, Brooklyn, Newark, St. Louis, New Orleans and others. The next Legislature of Missouri will probably establish a Normal School, and measures are in progress which promise similar results at an early day in other states.

In view of the recent origin and rapid increase of our Normal Schools, and the consequent want of a mature personal experience in their management, it is essential to their highest efficiency that their instructors should maintain an association for professional improvement.

Many fundamental points in reference to the distinctive character and specific aim of the Normal School, the methods of instruction, the terms of admission, the length of the prescribed course of study, the prominence given to the theory and art of teaching, etc., demand investigation. A comparison of views on these and other equally important questions, bringing together the results of the varied experience of those actually in the work in different parts of the country, where different methods are adopted, can not but render a valuable service to the cause of Normal School Instruction.

The next meeting of the Association will occupy two days, and will be held in July next, at Trenton, New Jersey. The exercises will consist of lectures, essays and discussions.

By order of the Association,

B. G. NORTHRUP, *Secretary.*

SAXONVILLE, Sept. 7th, 1858.

From Lessons on Objects.

GLASS.

GLASS has been selected as the first substance to be presented to the children, because the qualities which characterize it are quite obvious to the senses. The pupils should be arranged before a black board or slate, upon which the result of their observations should be written. The utility of having the lessons presented to the eyes of the children, with the power of thus recalling attention to what has occurred, will very soon be appreciated by the instructor.

The glass should be passed round the party, to be examined by each individual.*

Teacher. What is this which I hold in my hand?

Children. A piece of glass.

Teacher. Can you spell the word *glass*?

(The teacher then writes the word "glass" upon the slate, which is thus presented to the whole class as the subject of the lesson.) You have all examined this glass; what do you observe? What can you say it is? †

Children. It is bright.

Teacher. (The teacher having written the word "qualities," writes under it—It is bright.) Take it in your hand and *feel* ‡ it.

Children. It is cold. (Written on the board under the former quality.)

Teacher. Feel it again and compare it with the piece of sponge that is tied to your slate, and then tell me what you perceive in the glass. §

Children. It is smooth—it is hard.

Teacher. What other glass is there in the room?

Children. The windows.

Teacher. Look out at the window and tell me what you see?

Children. We see the garden.

Teacher. (Closes the shutters.) Look out again and tell me what you now observe?

* By this means, each individual in the class is called upon to exercise his own powers on the object presented; the subsequent questions of the teacher tend only to draw out the ideas of the children, which he corrects if wrong.

† This question is put instead of asking, "What are its qualities?" because the children would not, at first, in all probability, understand the meaning of the term; its frequent application, however, to the answer of this question will shortly familiarize them to it, and teach them its meaning.

‡ The art of the teacher is to put such questions as may lead successively to the exercise of the different senses.

§ The object of the teacher here is to lead the pupil to the observation of the quality *smooth*, and he does so by making him contrast it with the *opposite* quality in another substance; a mode of suggestion of which frequent use may be made.

Children. We can not see anything.

Teacher. Why can not you see anything?

Children. We can not see through the shutters.

Teacher. What difference do you observe between the shutters and the glass?

Children. We can not see through the shutters, but we can through the glass.

Teacher. Can you tell me any word that will express this quality which you observe in the glass?

Children. No.

Teacher. I will tell you, then; pay attention that you may recollect it. It is transparent.* What shall you now understand when I tell you that a substance is transparent?

Children. That you can see through it.

Teacher. You are right.† Try and recollect something that is transparent.

Children. Water.

Teacher. If I were to let this glass fall, or you were to throw a ball at the window, what would be the consequence?

Children. The glass would be broken. It is brittle.

Teacher. If I used the shutter in the same manner, what would be the consequence?

Children. It would not break.

Teacher. If I gave it a sharp blow with a very hard substance, what would happen?

Children. It would then break.

Teacher. Would you, therefore, call the wood brittle?

Children. No.

Teacher. What substances, then, do you call brittle?

Children. Those which are *easily* broken.

These are probably as many qualities as would occur to children at their first attempt: they should be arranged on the slate, and thus form an exercise in spelling. They should then be effaced; and if the pupils are able to write, they may endeavor to remember the lesson, and put it down on their slates.

* The fact of the glass being transparent is so familiar to the children, they will probably not observe it till its great use in consequence of that quality brings it forcibly before their minds. They then feel the want of a term to express the idea thus formed, and the teacher gives them the name, as a sign for it, and in order to impress it upon their minds. To ascertain whether they have rightly comprehended the meaning of the word, they are called upon to give examples of its application.

† It is but too common a practice to call a child *good* because he gives a right answer; thus confounding intellectual truth and moral virtue.

LOCAL AND PERSONAL.

HARTFORD AND NEW HAVEN.—The schools of these two cities opened on the 13th of September, after a long vacation. In the Arsenal District, Hartford, an additional room, for a primary school, has been added to the building, so that the school-house in this district is now convenient and pleasant. Mr. M. V. B. Glover has been appointed principal of this school. We believe no change has been made in the principals of the other schools of these cities. During the last term, we visited every school in New Haven and several in Hartford, with much satisfaction.

The acting school visitors of both these cities devote much time to the improvement of the public schools, and have the pleasure of witnessing their rapid advancement.

FAIR HAVEN.—We visited these schools while in session last term. We saw much that was worthy of commendation, but believe that the citizens of this pleasant village will not long be satisfied with the schools as they now are. With facilities for a system of graded schools not surpassed in the state, the districts on both sides of the river are very deficient in school accommodations.

We believe the new organization on the west side will lead to the establishment of good schools of different grades below a grammar school, and eventually to a high school that shall be an honor to the place.

On the east side, the two districts nearest the bridge have each a beautiful site, but the buildings are not such as should satisfy the friends of education.

If these districts, and perhaps others with them, were united under one administration, there might be an excellent system of schools secured.

EAST HAVEN.—Here we noticed several indications of improvement since we last visited these schools. The school-house nearest the railroad station is very well adapted to the wants of the school, with outline maps, Holbrook's apparatus, and a small library. The school-house on the green has a pleasant situation, and is furnished with maps and a small library, in a good case, but the building itself needs replacing by one more convenient, and there should be some place enclosed for the children.

There is a very pretty house in the district west of the church. A school of higher grade has been established, and occupies a spacious room in the town hall. The teacher, Mr. Jonathan Dudley, has

labored faithfully with the few in attendance. We wish the number was larger.

COLCHESTER.—We had the pleasure of visiting several of the schools of this place in company with Dr. Storrs, its acting school visitor. We had often heard of the pernicious influence of private schools and academies on common schools. But if the same liberality of sentiment, wisdom in planning, and harmony in action should characterize all trustees and committees that are exhibited in the connection of the Bacon Academy with the district schools, such complaints would be groundless. We passed through all the departments, and while we believe improvement is to be expected here as elsewhere, we were highly gratified with the exercises in the different rooms, and the harmony prevailing through the whole. It seemed like one of our best graded schools throughout, and it is so in fact,—the incorporated and the public schools being under the same roof, and pupils passing from the latter to the former, on examination.

We learned, with pleasure, that all the houses but one in this town had been rebuilt or repaired so as to be in good condition. We saw a pleasant school in the new house in the third district.

FAIRFIELD, BLACK ROCK DISTRICT.—Here we found a gem of a school-house, situated pleasantly, furnished with superior desks and seats, and most of the appliances of a good school. We were present but a few moments at the exercises of the school, but were pleased with its general appearance. The citizens of this village will have a good school if they choose.

TRUMBULL.—We were unable to see any of the schools in session in this place, but we found a fine school-house, pleasantly located near the Methodist church. We believe the school has been very successful the year past. If the other schools compare well with this, and the attendance of the people to listen to a lecture on education is an indication of their interest in the subject, Trumbull is in advance of some places in the State much larger in population.

TEACHERS' INSTITUTES.

The Institutes for this autumn, yet to be held, are as follows:—

Oct. 11th, at Stonington and Greenwich; Oct. 18th, at East Hartford; Oct. 25th, at Willimantic; and Nov. 8th, at Salisbury.

It will be noticed that the place of the Institute for Windham

County has been changed from Plainfield to Willimantic. We believe our friends in Willimantic will do all they can to make this an interesting meeting.

The Institute for New Haven County was attended by about one hundred teachers. Many of them were from the best schools in the county, and contributed to the value of the meeting by their hearty co-operation. The zealous efforts of the local committee, Rev. Wm. B. Lee, and Messrs. Clark, Miller, and Rogers, contributed much to the pleasure and profit of this Institute.

ANNIVERSARY EXERCISES OF NORMAL SCHOOL.

The annual examination of the classes of the Normal School will be on MONDAY and TUESDAY, October 4th and 5th, from 9 A. M. to 12 M., and from 2 to 5 P. M.; the orations and essays of the graduating class, and the presentation of diplomas, on WEDNESDAY, Oct. 6th, at 2 o'clock.

On SUNDAY, Oct. 3d, at 7 P. M., the annual sermon, by Rev. L. Perrin, of New Britain; on MONDAY, at 7 P. M., the annual address before the graduating class, by David N. Camp, the Principal; on TUESDAY, at 7 P. M., an oration, by Rev. N. J. Burton, of Hartford, and a poem, by Rev. S. Dryden Phelps, D. D., of New Haven, before the Barnard and Gallaudet Societies; on WEDNESDAY, at 10.45 A. M., the annual address before the Association of Alumni, by S. H. Lee, of Lisbon.

BOOK NOTICE.

LESSONS ON OBJECTS, as given to children between the ages of six and eight, in a Pestalozzian school at Cheam, Surrey. Fifteenth edition. 16mo., 230 pp. Published by Seeley, Jackson & Halliday, Fleet Street, London, 1858; and for sale by F. C. Brownell, 413 Broadway, New York.

We have been much pleased with an examination of this book. It appears to be happily adapted to the wants of teachers who would introduce object-teaching in their schools. It consists of five series of lessons, adapted to different classes of children. We give an extract in this number of the Journal.